

The Library Instructional Design (LID) Series



Facilitated by:

**Mary E. Edwards, Ed.D., Distance
Learning & Liaison Librarian
Health Science Center Library**

**Judith Roberts, M.S., Instruction
Consultant
Library Human Resources Office**

[Musical overview by bvbsTeach](#)

(Photo courtesy of Rhine A. Leonard)

Welcome!

Agenda

	Workshop	Date/Location
1	Learning Theories	June 14, 2012 10:00-11:30 AM Marston Science Library 107
2	Instructional Design (ID) Models	September 6, 2012 10:00-11:30 AM Marston Science Library 107
3	Designing Instruction for Adult Learners	October 2012 TBD
4	Assessment & Evaluation	December 2012 TBD
5	Converting Existing Instructor-Led Courses to e-learning	February 2013 TBD
6	Utilizing Our Course Management System (CMS)/Learning Management System (LMS)	April 2013 TBD

Goal

The Goal of the LID Workshop Series is to provide

- Skills training in:
 - planning
 - designing
 - Implementing
 - evaluating learner-centered instruction
- Sharing best practices in instructional design
- Showcasing learning products/activities developed by library instructors



Rationale



What's In It For Me (WIIFM)?

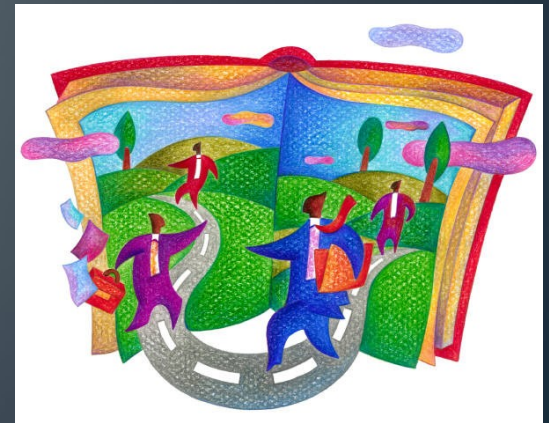
- Why are these skills important to instructors, trainers, learning facilitators?

What to Expect

- What's In The LID Series

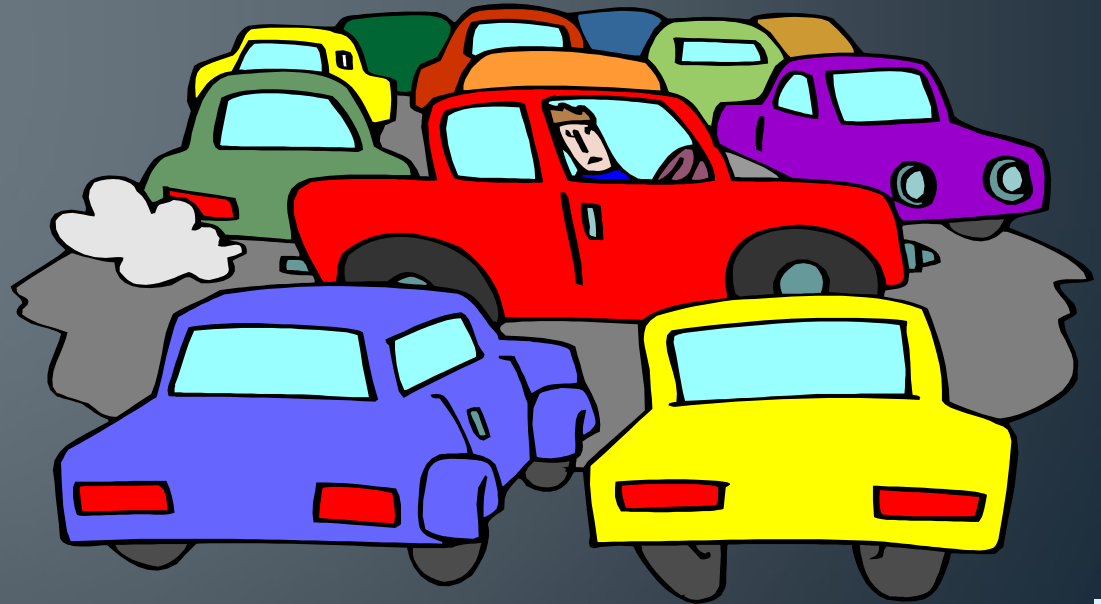
Workshops include

- Lectures
- Discussions
- Activities
- Reflective thinking learning opportunities – Ticket In/Ticket Out
- Practical application tools
- Assessments
- Demonstrations
- Showcases
- Modeling



Housekeeping Items

- Your workshop – make it your own
- Bathrooms
- We are all learners here
- “Parking Lot”



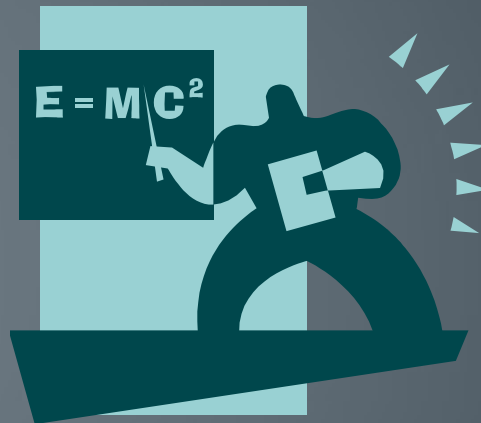
Recap

Learning Theories

- Behaviorism
- Cognitivism
- Constructivism

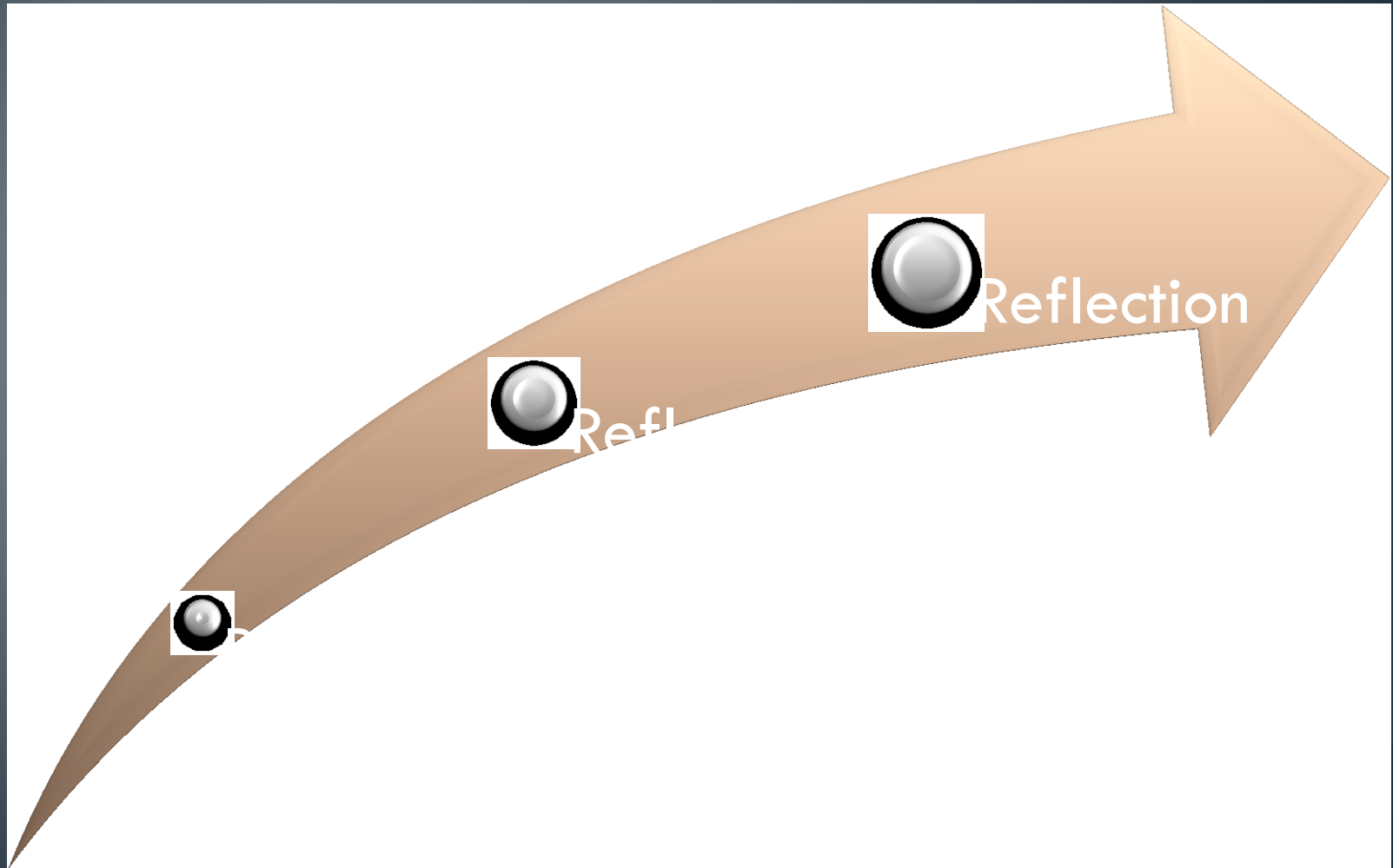


Recap

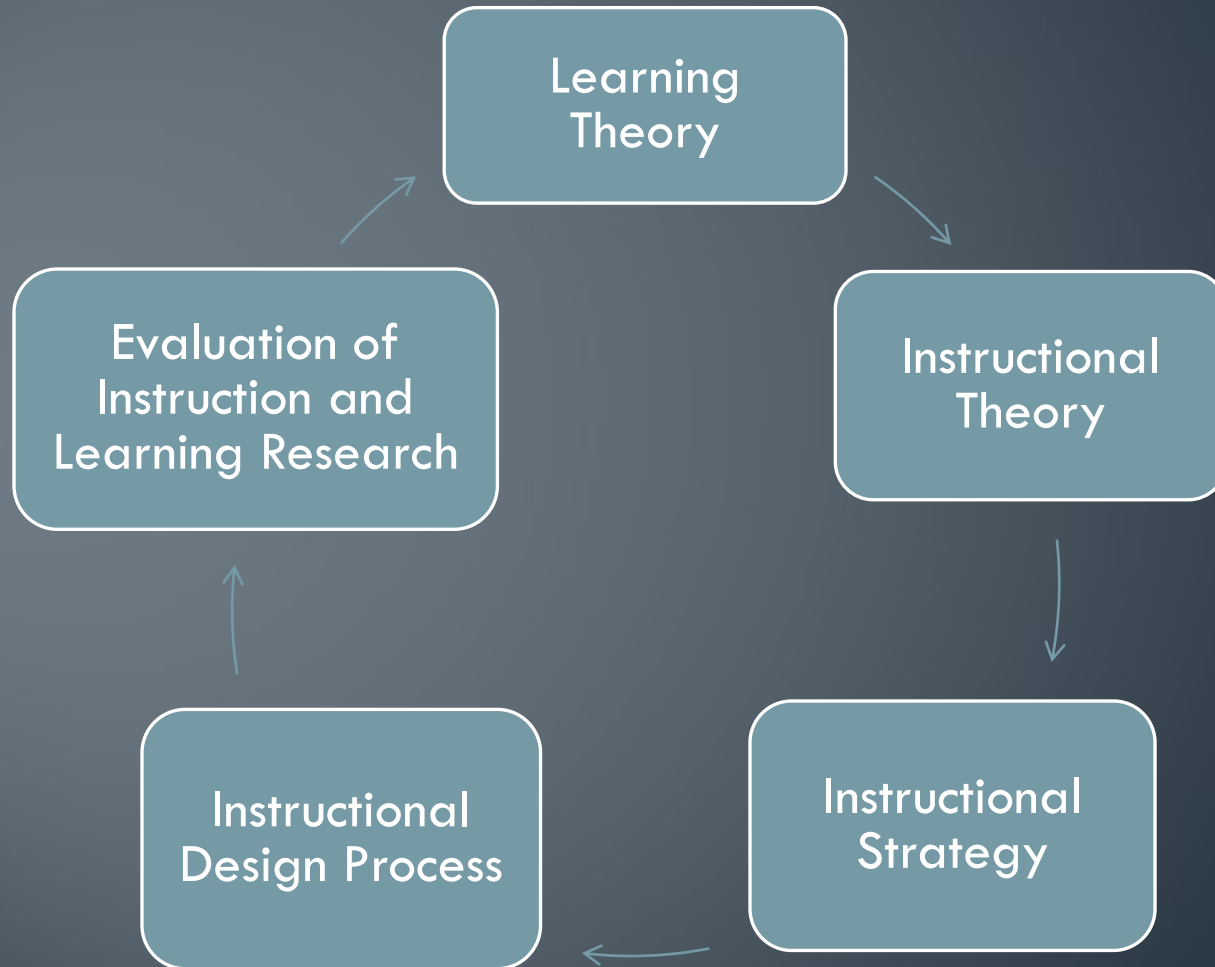


Click to [view](#) 3 minute You Tube
video uploaded by LearningDctr)

Ticket In Activity



Learning Theories to Instruction



Instructional Design



(Photo courtesy of Rhine A. Leonard)

Objectives

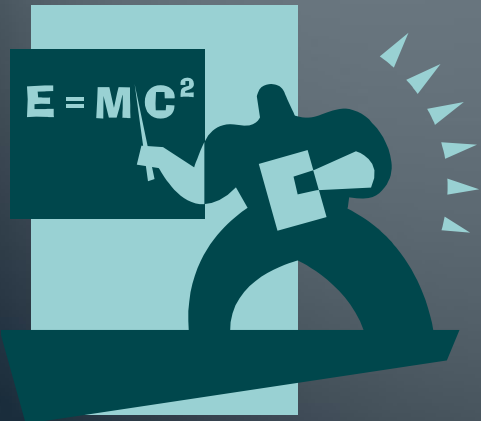


At the end of this session you will be able to:

- Discuss ADDIE, a useful framework for developing systematic instructional design
- Describe basic instructional design models
- Discuss how ADDIE components are reflected in each instructional design model
- Utilize what you know of learning theories and instructional strategies to create an instructional design outline
- Evaluate the relevance of instructional design models to typical library instruction topics

Instructional Design

- Instructional design is the process of creating instruction with the goal of improving learning by making it more efficient and effective.
- Instructional Systems Design (ISD) is another term for describing instructional design.



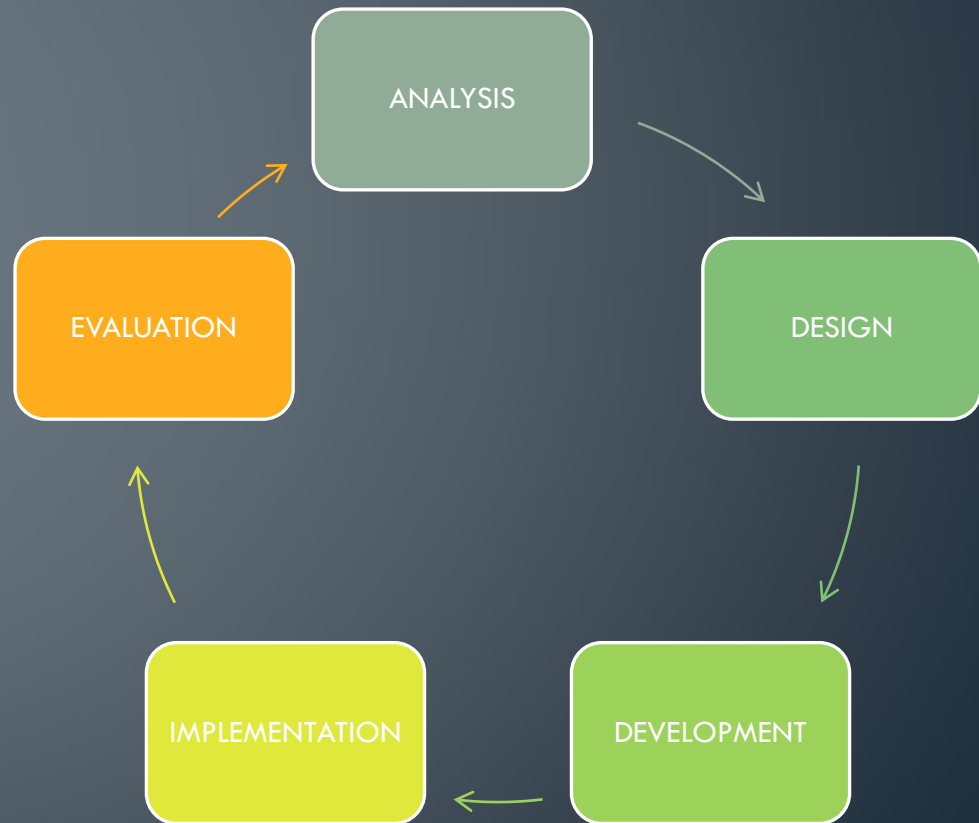
Why Bother?

- **Instructional design**
 - helps to identify the skills, knowledge, information and behavior gaps of a target audience (needs)
 - is a systematic way of creating efficient, effective learning experiences that help close the gaps identified
- **Instruction that is soundly designed helps learners:**
 - make sense of new information
 - engage in meaningful content
 - focus on the right things
 - learn more quickly
 - retain learning



Is ADDIE a blonde or brunette?

- ADDIE is an acronym that represents various phases common to many instructional design models and represents a systematic approach for designing instruction.



ADDIE

- Analysis - This describes the essential process of information gathering that occurs prior to starting to design the instruction. Can include a needs assessment and other types of assessments/analysis including learner analysis, task analysis, performance analysis, and context analysis.
- Design - Using the information from the analysis to design your instruction. Steps can include writing design goals and objectives, writing instructional objectives, content sequencing, selecting instructional strategies, and message design. Some ID models highlight the importance of formative feedback during the design process.

ADDIE

- Development - This phase describes the development of the instruction and all instructional materials. Formative assessment can also be helpful during the development phase including interface usability studies.
- Implementation - Implementing the instruction. This can vary according to the type of instruction and format used to conduct the training.

ADDIE

- Evaluation - Summative assessment regarding the effectiveness of the instruction as a whole. Assessment is planned during the design phase and carried out after the instruction is complete. Assessment items should be tied to your learning objectives.

Criticisms of ADDIE

- It tends to be inefficient because it is not iterative.
- The linear approach tends to work well for static content but may be restrictive when dealing with user generated content or learning outcomes that do not have a predetermined end state.

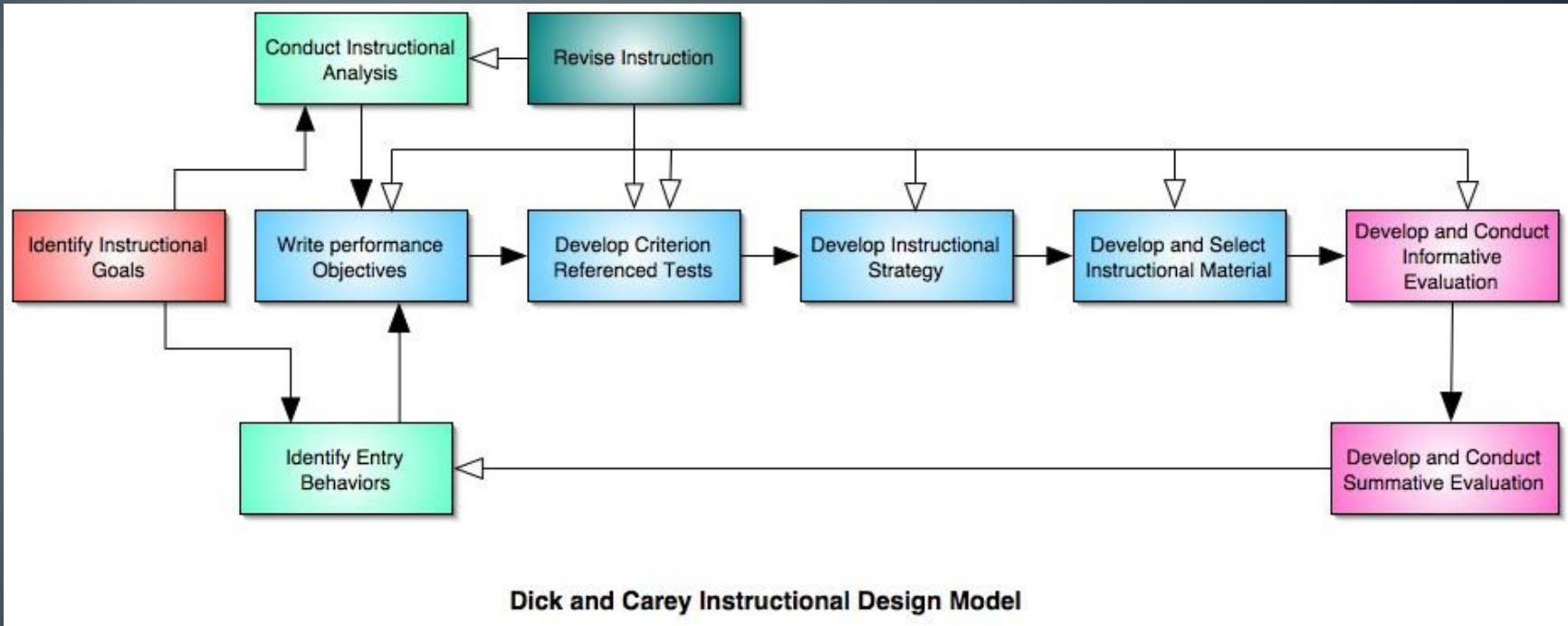
ID Models

- Dick & Carey (Systems approach model)
- ARCS
- Morrison, Ross, and Kemp (MRK model)
- Backward Design

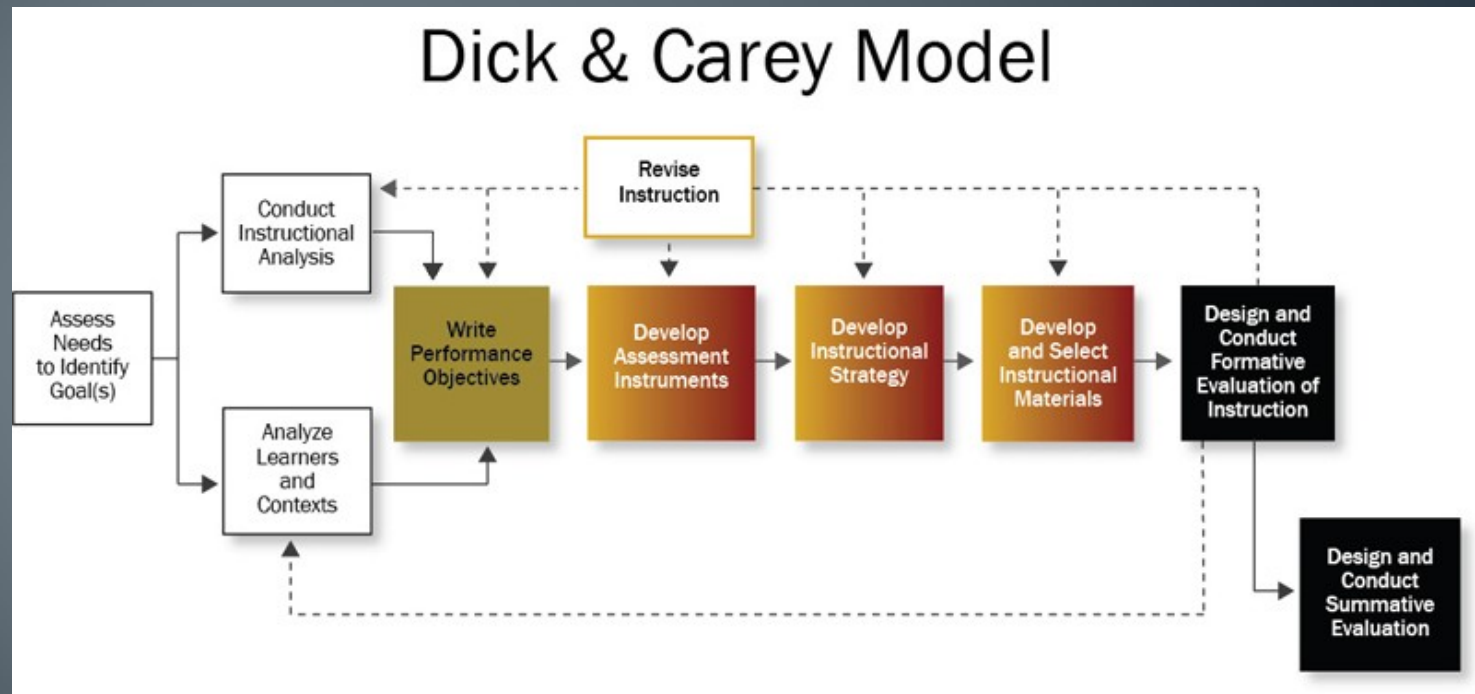
Dick & Carey's Systems Approach Model

- A traditional instructional systems design approach that include many of the ADDIE steps.
- Very linear, systematic model with a clear end and beginning. (Dick, W. & Cary, L. 1990)

Dick & Carey's Systems Approach Model



Dick & Carey's Systems Approach Model

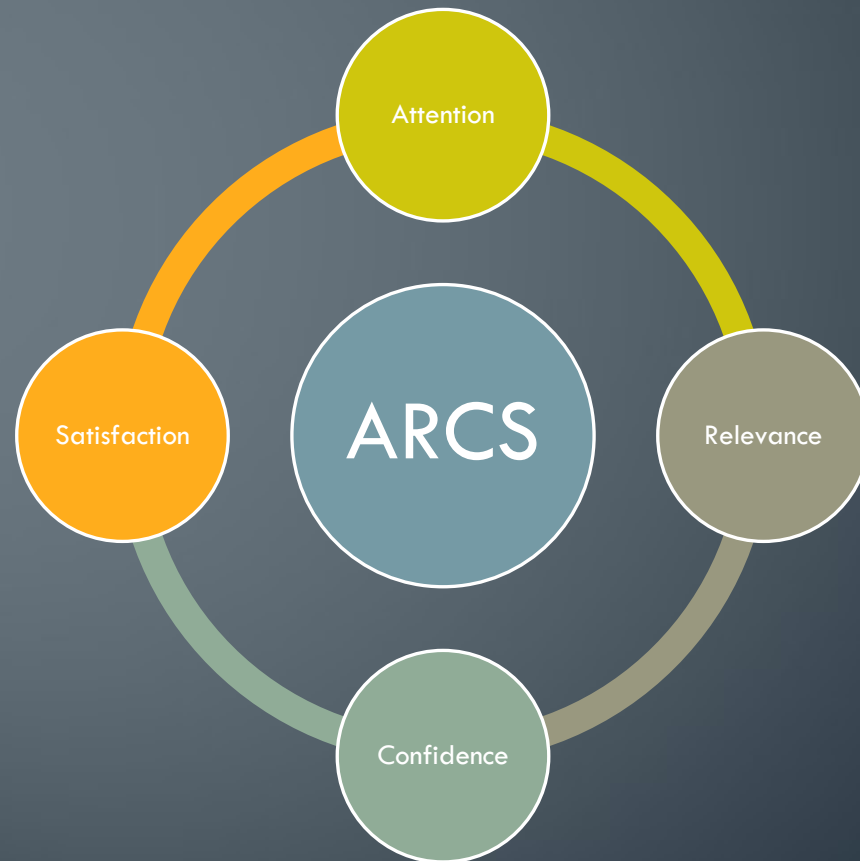


Criticisms of Dick & Carey's Model

- It is too rigid and cumbersome for the average design process.

ARCS

- Based upon a number of learning theories and created in the 1980's by John Keller, the ARCS model focuses on the motivational aspects of the learning environment.



ARCS

There are two major parts to the model.

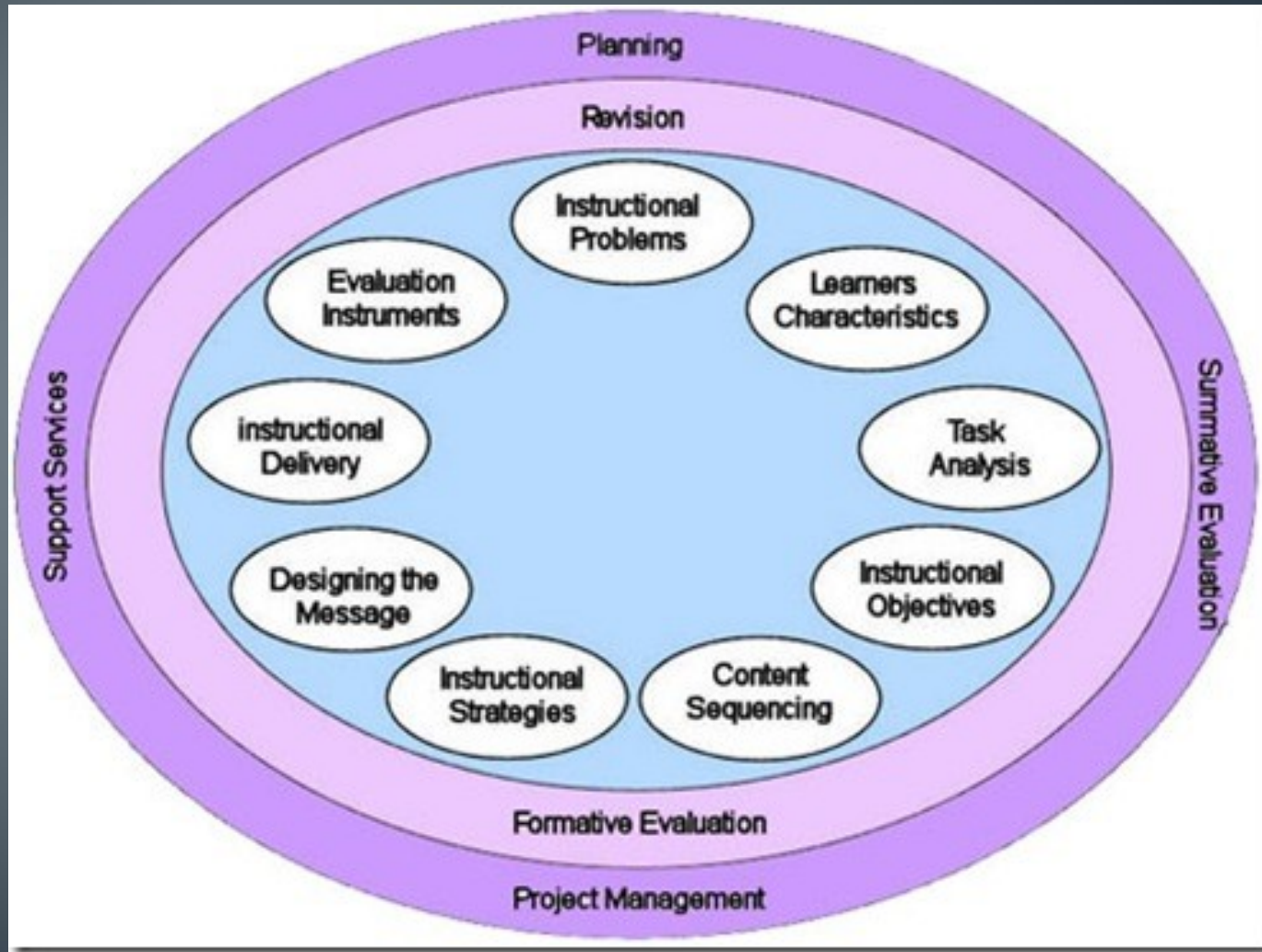
1. Four components of motivation:
 - arousing interest
 - creating relevance
 - developing an expectancy of success
 - producing satisfaction through intrinsic/extrinsic rewards
2. A process that assists instructional designers in creating appropriate motivational elements for the intended learners.

Morrison, Ross, and Kemp

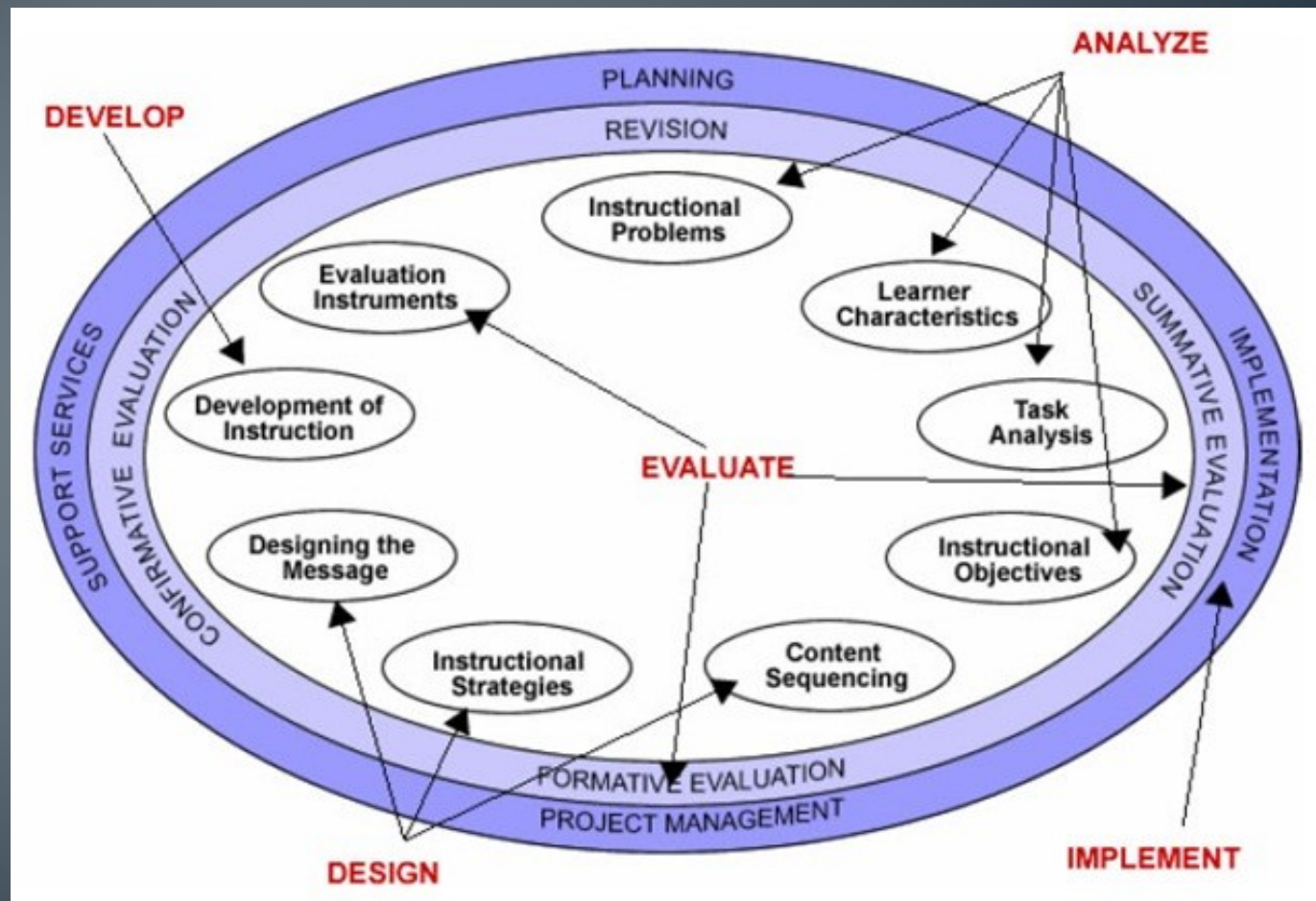
The Morrison, Ross and Kemp Model (also known as the Kemp Model) is a flexible, circular model that emphasizes the iterative nature of instructional design.

It has nine basic steps designed so that you can begin your design using this model at any step in the process regarding the needs of the instruction. (Morrison, Ross, & Kemp, 2008)

Morrison, Ross, and Kemp



Morrison, Ross, and Kemp



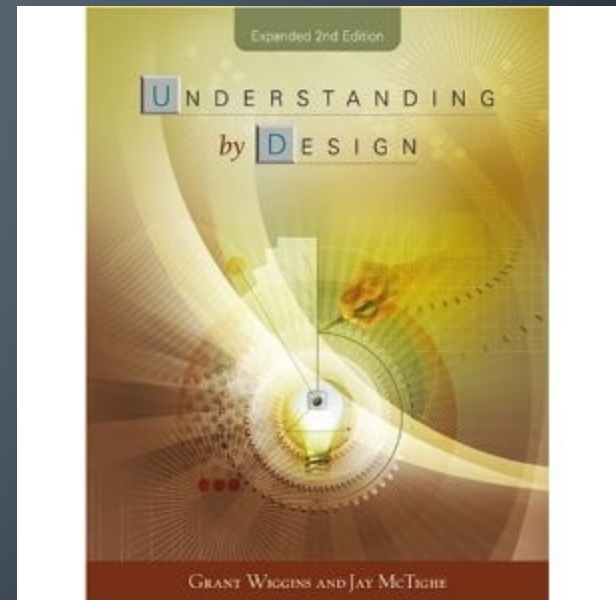
Backward Design

- Also called Understanding by Design.
- Highly used model focuses on first delineating the end result and then designing the instruction. Forces instructor to look at the big picture with the end goals in mind.
- (Wiggins & McTighe, 1998)

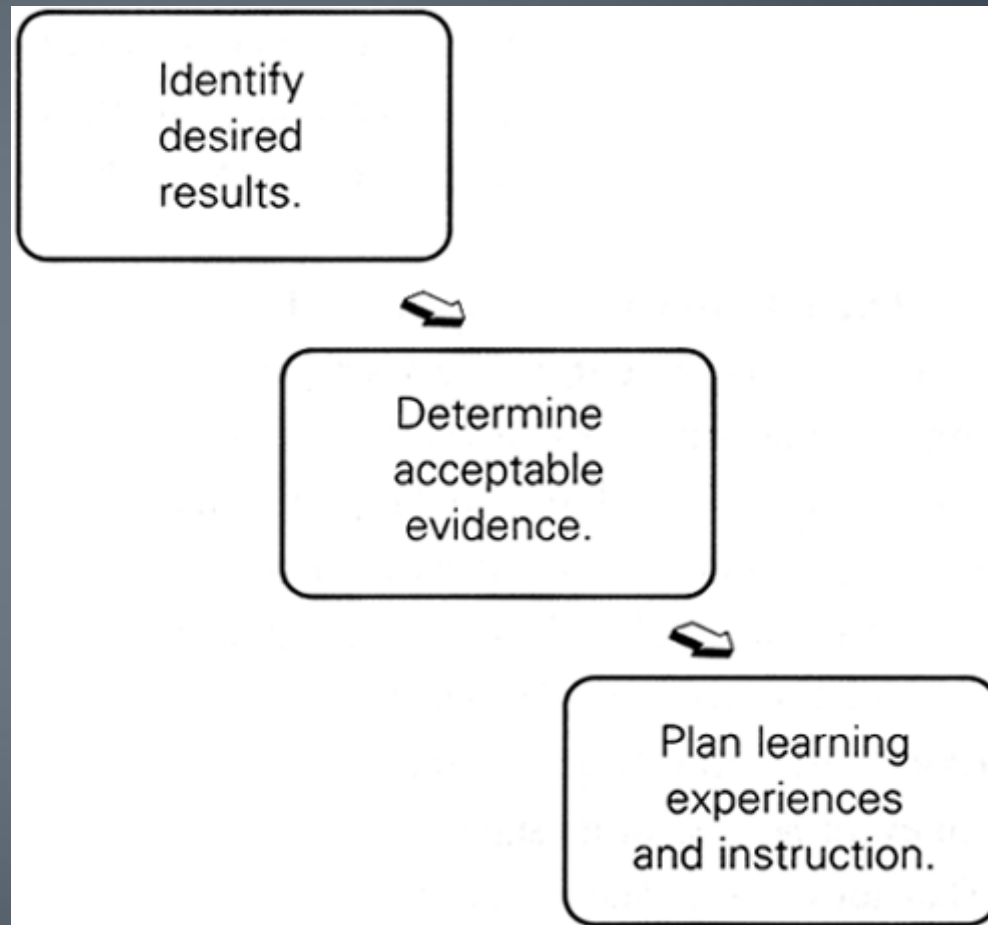
Backward Design

Three main steps include:

- Identifying the desired results
- Determining acceptable evidence (how will you know if the results have been achieved)
- Planning learning experiences and instruction.



Backward Design



Backward Design: Stage 1

Identify Desired Results

- Wiggins and McTighe suggest that “the enduring understanding” includes the following elements:
 1. Enduring value beyond the classroom
 2. Resides at the heart of the discipline
 3. Highlight of abstract or often misunderstood ideas
 4. Offer potential for engaging students

Backward Design: Stage 1

Uses a question format vs. measurable objectives

- To what extent does the idea, topic, or process reside at the heart of the discipline?
- What questions point toward the big ideas and understandings?
- What arguable questions deepen inquiry and discussion?
- What questions provide a broader intellectual focus, hence purpose, to the work?

Backward Design: Stage 2

Assessments to demonstrate competency

- Wiggins and McTighe define three types of assessment:
 1. Performance Task—the heart of the learning
 2. Criteria Referenced Assessment (quizzes, test, prompts)
 3. Unprompted Assessment and Self-Assessment (observations, dialogues, etc.)

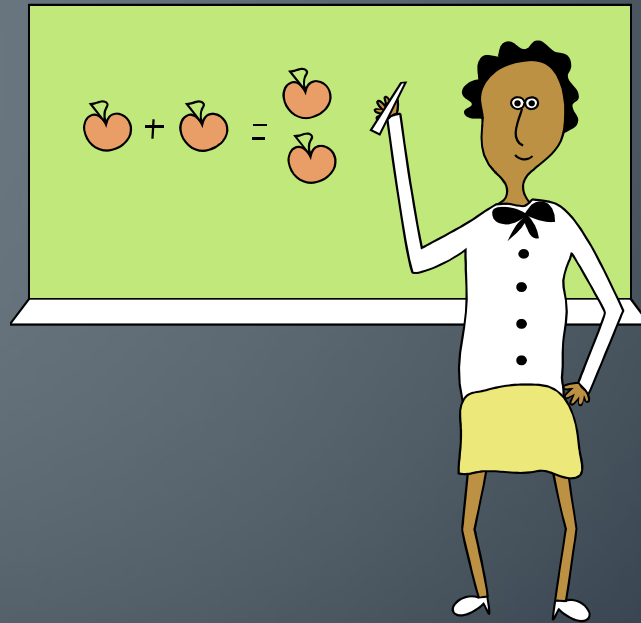
Backward Design: Stage 3

Plan Learning Experience and Instruction

- The sequence of teaching and learning experiences that will enable students to develop and demonstrate the desired understanding is determined in the third stage.

Criticism of Backward Design

- It promotes “teaching to the test.”



Activity



Criticism of Instructional Design

- ID has been criticized for taking too long to implement
- Some efficiency methodologies include:
 - Incorporate rapid prototyping methodology
 - Reuse instructional strategies and content/creative themes across projects
 - Use design template boiler plate
 - Have ID's also serve as developers
 - Incorporate reusable learning objects
 - Follow ADDIE non-linearly – i.e. use a flexible, non linear model

Summary

- Instructors (and instructional designers) need to develop an eclectic attitude toward the various instructional design approaches.
- We are not obliged to swear allegiance to a particular instructional design model....we use what works.
- Most often instructors and ID's combine elements of various models when designing and delivering instruction.

Resources

- TIPS (Theories into Practice) Database

<http://www.instructionaldesign.org/theories/index.html>

- Emerging Perspectives on Learning, Teaching, and Technology

http://projects.coe.uga.edu/epltt/index.php?title=Main_Page

- EduTech Wiki

http://edutechwiki.unige.ch/en/Main_Page

- Learning-Theories Knowledge Base

<http://www.learning-theories.com/activity-theory.html>



Resources Continued

- Instructional Strategies Online

<http://olc.spsd.sk.ca/de/pd/instr/index.html>

- Instructional Design Models

<http://www.instructionaldesign.org/models/index.html>



More Resources



Books & Articles

Telling Ain't Training, 2002, Society for Training & Development, Harold D. Stolovitch, and Erica J. Keeps. Reprinted 2004. Eighth Printing.

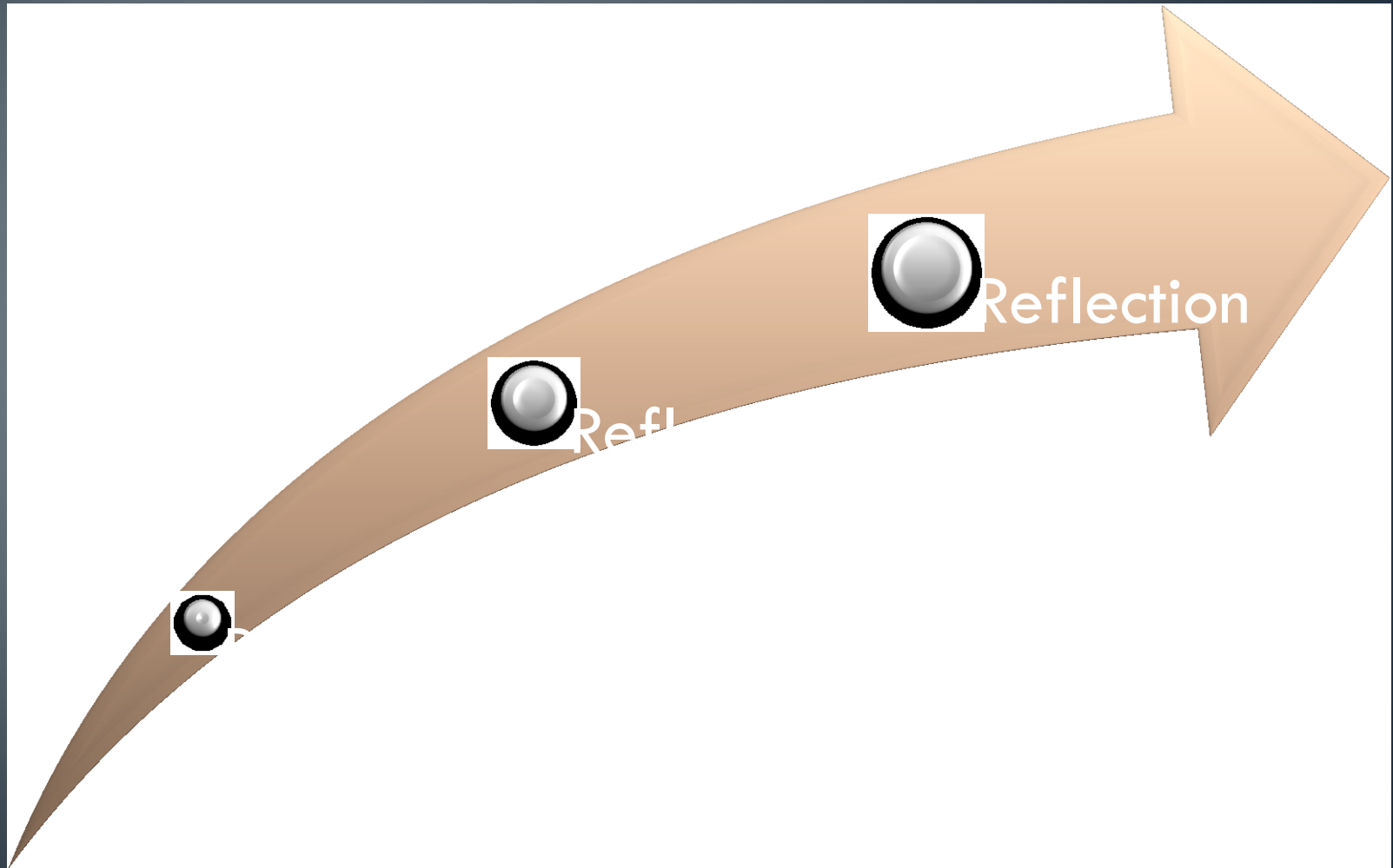
From sage on the stage to guide on the side, King, Alison, *College Teaching*, 87567555, Winter93, Vol. 41, Issue 1

Roytek, M. A. (2010). Enhancing instructional design efficiency: Methodologies employed by instructional designers. *British Journal of Educational Technology*, 41(2), 170-180. Retrieved from <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-8535.2008.00902.x>

Moving Forward...

We'll hear more about designing instruction for adults in the next session where we'll take a more detailed look at implementing instructional design.

Ticket Out Activity



Contact Information

Judith Roberts, M.S., Instruction Consultant

Library Human Resources Office

judithroberts@ufl.edu

352-273-2561

Mary E. Edwards, Ed.D., Distance Learning & Liaison Librarian

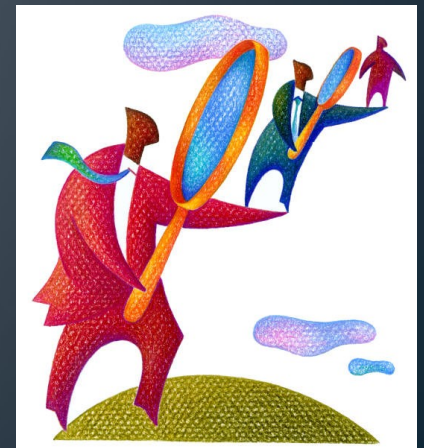
Health Science Center Library

meedwards@UFL.EDU

352-273-8421

Evaluation

Next steps...workshop evaluation



THANK
YOU